JEFFERSON COUNTY HIGH SCHOOL
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Sook!
Whatever it Takes

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I. TARGET POPULATION

> Age: 16 years through adult:
> Entry Level: 6th grade reading level
> Types: potential dropouts/dropouts
> Referrals: local public/private high schools, youth agencies, military, courts, individuals

II. HISTORY

According to the 1980 census data, the Jefferson County metropolitan area, which includes Louisville, had an estimated 36.5 percent of its population (over 25) who had not completed high school. In addition, historically over 2,000 students per year left the public schools without completing the requirements for a high school diploma. That translated into over 170,000 people, 16 and over, who had not completed high school. Recognizing these facts, the Superintendent and Jefferson County Board of Education authorized the development of an optional high school program. The Jefferson County High School opened on January 2, 1986 with an anticipated enrollment level of 200 students for the spring semester. The school exceeded that enrollment the first week and eventually served over 700 students during its first semester of operation.

III. OVERVIEW

The school is designed to serve the entire District and enroll all present and former students who are interested in obtaining a high school diploma. The school is open entry/open exit with flexible schedule and extended school days and school year. It is located in public school facilities at multiple locations so that problems of student transportation are minimal. The principal, assistant principal, coordinator, counselors and teachers were selected and trained to serve the '"at risk" students. The instructional design promotes academic success with guaranteed high basic skills competence, while the methods approach is completely different from the "regular" high school. The school:

> Provides an academic assessment for all students;
> Provides career counseling and assistance in post-secondary training after graduation;
> Provides computer-assisted instruction for all students.

IV. PROGRAM COMPONENTS

A. The goals of the program are to:
   - Provide a positive educational experience for the students.
   - Provide a program that will lead to a high school diploma.
   - Provide a strong basic skills program in reading, math and language.

B. The curriculum includes the standard course of study required for graduation:

Course	Credits
Language Arts	4
Social Studies	3
Mathematics	3
Science	3
Health	.5
Physical Education	.5
History and Appreciation of Visual and Performing Arts	1

Total (15 required credits plus 7 electives)

   - The electives for this school include co-op and/or additional academic courses. The course offerings do not include regular shop or home economics. Instead, additional math, science, social studies or language courses are used as electives.

C. Instructional approach:

All students who enter this program complete a standardized achievement test to determine their strengths and weaknesses in reading and math. This diagnostic test provides data for the instructors on which an individual basic skill program is developed. In addition, it determines when a student can begin work on his/her second individual program comprised of Carnegie units. All students must be functioning at 8.5 or above to enter Carnegie unit work. If below 8.5 they must review, in a concentrated basic skill component, until this level is reached. After reaching the 8.5 level, a student may begin a dual track program of unit work and basic skills and remain in this dual track until the basic skill level reaches 11.0. Graduating seniors must successfully master **five (5)** of the following **nine (9)** areas. *Students may choose the combination of activities that best suits their abilities.*

   - Accumulate a 2.0 grade-point average in the core subject areas, as specified by the Kentucky Department of Education Program of Studies, or a 2.0 grade-point average in an academic or technical major.
   - Complete 30 hours of service learning
   - Accumulate 90 percent attendance while enrolled in a Jefferson County public high school.
   - Obtain a minimum level on a basic communication and math-skills assessment.
   - Score Apprentice, Proficient, or Distinguished level in reading on the Statewide Assessment System or on a released version of the Statewide Assessment System.

- Score Apprentice, Proficient, or Distinguished level in mathematics on the Statewide Assessment System or on a released version of the Statewide Assessment System.
- Complete an academic or technical major.
- Score Apprentice, Proficient, or Distinguished level on the writing portfolio.
- Demonstrate proficiency in the use of computer applications.

The self-contained classroom containing one (1) teacher and one (1) instructor III per 30 students is operated on a teacher-directed individualized instructional approach. The basic skills program of study is done with commercially prepared materials and/or using computer assisted instruction.

The classroom teacher designs a specific program integrating up to twenty commercially prepared books plus fifty-one courses on the computer. Ninety percent of each course is standard in every classroom including lesson assignments, chapter, unit and final exam. Ten percent of each grade is teacher designed. Letter grades are awarded based on Jefferson County Public School grading policy.

A	93-100
B	86-92
C	79-85
D	70-78
F	Below 70

Students' grades are based on work done and not on a designated grading period, semester or any specific calendar date. Students must pass each assignment before moving to a new assignment. This helps to motivate students and does not allow continued failure.

Students also have the opportunity to avail themselves of courses through JCPSeschool. JCPSeschool offers 51 half-credit courses. In addition, 186 tutorials covering skills in reading, math, language, writing skills, science, social studies and plagiarism help students needing basic skills and ten percent assignments. JCPSeschool also has nearly 300 esheets -- worksheets designed for students to practice newly gained skills.

D. Progress

- Basic skill progress is measured by completion of individual competencies and standardized tests.
- Carnegie Unit program is measured by completion of assignments and tests. Students should complete .5 unit of work each 60 hours of instruction.

V. OPERATION

A. Identification/Eligibility

- Young adults 16-20 who have dropped out of school
- Adults 21 years of age and older

> Young adults 16/20 who wish to transfer from their present high school and who meet the following criteria:

    a. The student is 16 years of age or older (parents' or guardians' written permission is required of 16-17 year olds).

    b. The student is at 9th grade level or above and has failed one or more grades or has documented family/personal situation, which indicates regular school enrollment is not feasible. (Example: student needs job, childcare.) School counselor referral is required.

    c. The student has not established a recent pattern of suspensions for serious offenses.

    d. The student must be willing to attend classes a minimum of 15 hours per week.

B. Testing

> The formal (standardized) testing is used for entrance (6.0), beginning of Carnegie unit work (8.5) and graduation (11.0). The test presently utilized is the CTB/TABE forms 7 and 8 levels D and A
> Other testing is based on course work.
> Statewide assessment for accountability purposes is given to students every spring.

C. Operating Procedures

> The school is located in five locations throughout Jefferson County. These sites include high schools and community education centers.
> The yearly schedule follows the normal school calendar but also includes a six-week summer schedule.
> The daily schedule is:

8:00 a.m. – 11:00 a.m.	Monday through Friday
11:00 a.m. – 2:00 p.m.	Monday through Friday
6:00 p.m. – 9:00 p.m.	Monday through Thursday

VI. ADMINISTRATION

The staff includes:

Principal (1)
Assistant Principal (1)
Program Coordinator (1)
Counselors (3)

> The principal is responsible for the overall management/supervision of the program.
> The assistant principal is responsible for teacher evaluation, parent/student concerns and liaison with local principal.

> The coordinator is responsible for staff training, curriculum development and instructional supervision.
> Three counselors work in the admission's office for intake and preparation of students' course requirements, plus visit the other sites on a rotating basis.

VII. STAFFING

The staff includes:

Teachers	Secretary
Instructor III's	Records Clerks
	Attendance Clerks

> Teachers selected for the school must hold a secondary teaching certificate in math, science, social studies or English.
> Most day teachers are employed on a part-time contractual basis
> Every site has one full-time resource teacher.
> Evening session teachers are selected from applicants who teach for the district during the day.
> Staffing is based on one teacher plus one instructor III for every 30 students in attendance.
> All teachers must attend a 9-hour pre-service training program.

VIII. PROGRAM EVALUATION

A. Program Data

> The district high school dropout rate was reduced by 30 percent the first year of operation due to student transfers into this program.
> Approximately 325 adults (over 21) return annually to pursue a high school diploma.
> Approximately 2,000 recent dropouts (under 21) return annually to pursue a high school diploma.
> Approximately 350 students receive their high school diplomas annually, through this program.
> Student evaluation every year has indicated a 90+ percent rating of the school and staff as good or excellent.

B. On-Going Evaluation

> The program was reviewed by the state accreditation team and found to be in compliance with directives. The program was also nominated for a commendation.
> The JCHS staff does yearly evaluation of curriculum and teacher training.
> Surveys are used to determine student perception and/or problem areas.

C. Approvals/Recognition

> The Jefferson County Board of Education, the Kentucky Department of Education and the Kentucky State Board of Elementary and Secondary Education needed approval.
> The school has been recognized by the NEA "Program That Works" and disseminated through the publication.

- This school has been on the conference agenda for numerous state and national "drop-out" prevention workshops and conferences.
- The school model was presented to the Kentucky School Board Association meeting in February 1988 and has since become an alternative school model for districts throughout Kentucky.
- The school has been recognized by the Kentucky Department of Education as an Exemplary Program for the creation of a learning environment that is responsive to the special needs of students.
- The National Dropout Prevention Network/Center has recognized the school as a Crystal Star Award Recipient.

IX. FUNDING

- State/local funding based on ADA (funding unit for all schools).

X. PROGRAM UNIQUENESS

The strongest element for attracting students is the open entry/open exit policy integrated with the flexible, extended day program. This allows students to attend school while holding a job, or attending to family responsibilities. If a change in school schedule is needed, it is done within a 24-hour period.

The most unique element is the competency-based Carnegie unit program. This approach allows grades to be awarded on completion of competencies rather than using a grading period or semester. Consequently, we have no minimum hour requirement for completion; rather our students spend time on task, not calendar days.

ADDITIONAL INFORMATION

In October of 1995 the Independent Study Office of the Jefferson County School District became a part of the Jefferson County High School program This coalition provides additional opportunities for students who need an alternative educational program. This alliance also ensures that curriculum will continue to be developed as textbooks are adopted on the regular schedule.

JEFFERSON COUNTY HIGH SCHOOL

STUDENT FLOW CHART

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